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# *The* Journal of Educational Sociology

*A Magazine of Theory and Practice*

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# The Journal of Educational Sociology

*A Magazine of Theory and Practice*

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# The JOURNAL of EDUCATIONAL SOCIOLOGY

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## EDITORIAL

The measure of adult maturity is the success with which the individual adjusts himself to the demands of family life and the vocational world. Until within our own generation, schooling has helped the individual little if at all in making either of these adjustments. Consequently numberless men and women have found themselves adrift in life—restless and dissatisfied, bewildered, or resentful. Adult education has arisen to meet this adult need of reorientation to life.

The vocational world being competitive, the need of adult education was first and most sharply felt as a means to more satisfactory vocational adjustment. The mass of adult education today is more or less vocational in nature. With the application of modern psychiatry to the personnel problems of industry we are coming to realize, however, that vocational maladjustments involve more than a lack of knowledge and skill, are rooted in the emotional immaturity of the individual, lie too deep to be reached by reëducational measures. The only hopeful attack on the problems of adult maladjustment lies in making childhood experiences more satisfying and constructive through education for parenthood. As we have come to a realization of this fact, parent-education programs have become a major part of the adult-education movement.

While institutes for child development have been doing research into the physical and mental growth of children, parent-teacher associations and child-study groups have been attempting to translate to parents the implications of these facts for successful parenthood. The National Council for Parent Education, attempting to correlate the many research and study groups throughout the country, and to train leaders for study groups, has become perhaps one of the most important factors in adult education.

There has been a flood of literature in the field. A recent book, *Children and Their Parents*, by Dr. Maud Watson, director of the Children's Center of Detroit, stands out, however, head and shoulders above the rest of this literature. Its skillful analysis of the interacting emotional attitudes that constitute family life, of the relationship of emotional maturity to marital adjustment, and of the influence of the attitudes and problems of parents upon the developing personality of the child, at once defines the problem of parent education and throws into relief the social implications of its program. The reader who, upon turning the last pages of this journal, wishes a more comprehensive picture of this fundamental area of adult education can do no better than turn to Dr. Watson's book.

HARVEY W. ZORBAUGH

## BASIC PRINCIPLES UNDERLYING ADULT EDUCATION

FRANCIS J. BROWN

### RESUME OF HISTORICAL DEVELOPMENT

Adult education is as old as civilization itself. Primitive peoples continued to learn the skills of war and of the hunt; the students of Plato and Aristotle were grown men; the Roman Forum was the seat of learning for old as well as young; the church taught its novitiates regardless of age; the guild schools trained boys and men in the arts of the trades. It was only when the artificial agency of society—the school—became crystallized and its subject matter formalized that education was conceived of as a process beginning at the age of six and ending at adolescence. This limited period of learning became increasingly ingrained in our educational philosophy. The school gradually expanded its program downward to include the kindergarten and the nursery school, and upward through the high school, college, and university, but its units became more fixed: an elementary-school period of eight years, a high school of four, and a university course of another four. Even with the recent breaking down of these sharp divisions within the total span, school entrance is still frequently thought of as the beginning of the educational process and its closing symbolized by graduation.

As early as 1890, occasional protests were heard against limiting the opportunity of formal education to children.

Think of it! Twenty-eight hundred millions of capital invested in education and none of it available to any one after the limits of youth are past. Much of it wasted in untimely efforts to force the minds of children against the unyielding resistances of immaturity. None of it, or anything else, applied to keeping up the intellectual momentum of later years.<sup>1</sup>

<sup>1</sup>J. K. Hart, *Adult Education* (New York: The Crowell Publishing Company, 1927), p. 179. Quotation from *Lippincott's Magazine*, October 1890.

Even as early as the beginning of the nineteenth century, sporadic efforts to develop education outside the formal agency of the school began. The General Society of Mechanics and Tradesmen was organized in New York City in 1790, and in 1820 opened a library of 4,000 volumes. At its dedication, one Thomas Mercein expressed the educational hopes of its founders:

The general diffusion of light, both intellectual and moral, until its beams fall on every class of society, and cheer the retreat and asylum of the humble and obscure, shall prove an object of ardent devotion to the patriot, the philanthropist, and the Christian. As population increases and spreads, from the ocean to the mountains, and from the Great Lakes to the wilds of the Mississippi, let the march of education, literature, and science keep pace with the augmentation, adding new acquisitions to the great mass of general information.<sup>2</sup>

A second movement which started in this country about the same time as the Mechanics Institute was the Lyceum. Its high purpose was stated in an "Address to the People of the State of South Carolina" dated 1834:

We may remark of Socrates, and of all the schools of ancient philosophy, that . . . they produced no sensible effects on the great body of the people. . . . The reason was that the schemes of ancient philosophy did not comprehend the general instruction of the people, embracing both sexes, and all ages and conditions. . . . It is truly a republican institution.<sup>3</sup>

From these early beginnings, both the Institute and, even more, the Lyceum came to play an important part in the enlightenment of the people. Largely within the last quarter of a century the Chautauqua movement, correspondence schools, the development of public libraries, museums, the radio, club organizations of every description, labor organizations, tax-supported evening schools and classes, university extension, and a host of other agencies have reinstated education beyond the limits of the period of formal learning. It is extremely interesting to note that the origin of the movement lies outside the formal agency of the school, and that its incorporation into the

<sup>2</sup>*Ibid.*, p. 171.

<sup>3</sup>*Ibid.*, p. 172.

program of popular education has come only after it had developed considerable significance outside the sacred precincts of the school and college.

The new term "adult education" came into popular usage immediately following the startling revelations of illiteracy in the drafted contingent of the World War. In many respects the term defies definition. Many individuals assert that at the present time, at least, the movement ought not to be crystallized by defining it. The American Association of Adult Education has consistently refrained from committing itself to an inclusive or exclusive definition, believing that no one can say what the term adult education will eventually mean in the United States.<sup>4</sup>

Even though an exact and delimitive definition at the present time is difficult, and perhaps unwise, certain characteristics of its program can be established. They are stated as "any educational activity in which the individual voluntarily enrolls, does not consider such effort his major activity, is of post-compulsory age, enters upon a course of study, reading, or discussion that has continuity and leads to some definite objective and which can be reported or endorsed by some reputable and recognized agency."<sup>5</sup> A similar statement of characteristics is made by Dr. L. R. Alderman, Specialist in Adult Education, Office of Education. He states:

The outstanding characteristics of formal adult education are:

1. The work must be voluntary.
2. It must be taken during leisure time.
3. It must be somewhat continuous and consecutive.<sup>6</sup>

#### FUNDAMENTAL PRINCIPLES UPON WHICH A PROGRAM OF ADULT EDUCATION MUST REST

Such a program of adult education as that described above rests upon several fundamental principles, the rec-

<sup>4</sup>American Association for Adult Education, "Annual Report of the Director in behalf of the Executive Board, 1929-1930," *Journal of Adult Education*, II (June 1930), pp. 330-355.

<sup>5</sup>*Ibid.*, p. 480.

<sup>6</sup>L. R. Alderman, *Adult Education Activities* (Washington, D. C.: United States Bureau of Education, 1929), Bulletin 23, 18 pages.

ognition of which has given enormous impetus to its development, both outside the formal agencies of the school and within them.

- I. The period of learning, formerly conceived to end at the close of the period of formal schooling, continues without significant abatement throughout life, at least to the period of senescence.

Opinion of educators, experimentation on animal learning, and the extremely significant experiments on adult learning by Edward L. Thorndike and others all bear out this principle. Detailed discussion of these data is omitted here as they are summarized by Dr. Ellis in the following article in this issue.

- II. Individuals differ in general ability, specific aptitudes, and interests.

Although tacitly assumed, experimental work in mental and educational measurements, aptitude tests, and interest analyses have demonstrated extremes in individual differences only partially recognized before. Such differences tend to increase rather than decrease with advancing years, thereby demanding a widely diversified program of education for adults.

- III. The increasing complexity and subdivision of labor has decreased the demand for specific skills through the formal agencies of education.

An executive in a large industrial organization stated in a recent public address that the necessary skill for fully sixty per cent of the positions in his organization could be mastered in three days, and ninety per cent within three weeks. Specialization of industry has so simplified the requisite skill for the individual, that the educational emphasis has, to some degree, and will increasingly shift from training in specific skills to an increased emphasis upon the understanding of fundamental processes.

- IV. The rapid changes within all fields of human endeavor make reëducation or continuous education essential.

Changes within industry, both in organization and in the



application of improved machinery, is proceeding at a pace never before imagined. Whole industries are suddenly supplanted or forced into complete reorganization by the discovery of more effective raw materials or processes of manufacture. Literally, millions of men and women are thereby thrown out of employment annually. It is probably conservative to state that twenty-five per cent of our entire population is engaged in industries which did not exist twenty-five years ago. The developments resulting from scientific research and the application of new techniques within the professions make continually new demands upon their members. A practising physician stated that little of what he studied in medical school twenty years ago, except the basic elements of physiology and anatomy, is of value to him today. The same is true, perhaps to a lesser degree, of the engineer, the teacher, the lawyer, and the clergyman.

These changes create a twofold educational problem: the reëducation of those who must seek new positions, often in different basic industries, and the continual education of those who must keep pace with these rapid changes and developments resulting from experimentation and research. Adult education is one attempt to meet these needs.

V. Unemployment and shorter working hours, combined with the monotony for the worker of single operations in industry, has increased the demand for cultural interests, fundamentally avocational in character.

This principle needs no elaboration. The facts are known to all and its expression through the avalanche of reading material that pours annually from the press and the enormous development of commercialized amusement is apparent on every hand.

Dr. Albert Mansbridge, chairman, British Institute of Adult Education, emphasizes the significance of this principle as follows:

A great opportunity is unfolded by the greater allowance of leisure to many workers. In recent memory, a twelve-hour



day for workmen has become in many places an eight-hour day. It may even become less. Thus the man at uncongenial work, as so many must be, in an age of machines and mass production, is provided with an opportunity in out-of-work hours to make his own contribution to the rhythm of life, by creating sounds, molding material, arranging colors, or developing understanding, just as his heart dictates. The test of an educated man is most rightly applied in that time which he calls his own, when the only rule he acknowledges is the unalterable law of life.<sup>7</sup>

Dr. A. Caswell Ellis, director of Cleveland College of Western Reserve University, concluded his address before the National University Extension Association with this significant statement:

We are led to the inevitable conclusion that we must either resign ourselves to the enjoyment of a smaller and smaller portion of the culture of the race, and to the danger of our vocational equipment's becoming hopelessly antiquated in a few years, or we must all join the ever increasing throng who are going year after year to the after-work-hour classes for adults in order to enrich their culture and to refresh and broaden their vocational knowledge.

The nature of man and the requirements of civilization demand a system of adult education fully as complete as in our present system of schools for the young.<sup>8</sup>

VI. The popularization through press, lecture, and radio of semi- and even pseudoscientific information, together with their commercialization, places a serious responsibility upon education to present the fundamental facts of human knowledge in so far as they are known.

We are a nation of fads and fancies. Effective means of advertising and communication carry them to every corner of the land. We spend millions on proprietary drugs. Doctors announce the food value of liver, and calves liver jumps to a dollar a pound overnight. Mental hygiene lays the beginnings of a scientific approach to the understanding of human problems, and in a few years psychoanalysis has become a fetish, with apparently little recognition of the dangers that lurk in the counseling rooms

<sup>7</sup>Quoted in the Department of Superintendence, *Seventh Yearbook* (Washington, D. C.: National Education Association, 1929), p. 477.

<sup>8</sup>Proceedings of the National University Extension Association, 1924, p. 110.

of thousands who are now willing, for profit, to advise the individual on his repressions, inhibitions, and psycho-neuroses.

VII. The increased emphasis upon democracy in education has lengthened the span of tax-supported education.

Free elementary schools have since the middle of the nineteenth century been accepted as the right of every child. The Kalamazoo Case in 1872 legalized the establishment of the high school as a part of the free school system. The development of the State university, given impetus by the Morrill Act of 1862, extended it four or six years further. Classes in literacy gave the privilege of free education to the foreign born of whatever age. Today this broadened conception of democracy demands the expansion of educational opportunity not only to "all the children of all the people," but also to "all the people."

Adult education originally began primarily on a self-supporting basis. It has, however, become increasingly less so as the Federal Government, State governments, and local school districts, as well as private endowments, have given continually larger sums to its support. The further expansion of the educational program to meet the needs for more specialized courses and for more advanced study will make greater rather than less demand upon tax funds.

In so far as State universities are concerned, probably the large expenditures of money taken from the pockets of the taxpayers of the State can be justified only by rendering service to the whole people.<sup>9</sup>

This emphasis upon democracy has also exerted an influence from another angle, that is, the need of an educated citizenry. This need has been heralded from press, forum, and pulpit. It is specifically stated in its relation to adult education in the report of the Committee on Adult Education of the Department of Superintendence:

The very foundation of our Government rests upon enlightened public opinion. This necessitates an intelligent, alert, thinking body of citizens. It means an intelligent interest and

<sup>9</sup>Thomas H. Shelby, *General University Extension* (Washington, D. C.: United States Bureau of Education, 1926), Bulletin 5, p. 2.

participation in public affairs. This interest and this participation are not guaranteed by the possession of a diploma from high school or even from college. The essence of the problem is continuing education.<sup>10</sup>

VIII. Organized groups are turning with increasing insistence to educational agencies for assistance and coöperation in meeting their educational needs.)

In a recent address before the Eastern Conference for Extension Education, Mr. Spencer Miller, Jr., director of the Workers Education Bureau, stated that labor was asking three things of adult education: recognition of labor unions as a focal point for the conduct of courses, responsiveness to their educational needs, and the establishment of coöperative relationship through joint committees of university extension and labor organizations. Retail stores, industrial and commercial establishments are requesting courses for their employees. Grange organizations and coöperative leagues are seeking both agricultural and cultural programs. Women's clubs, social organizations, and community groups are turning to organized educational agencies. In this development it is essential that no interest or group of interests shall control course offerings or dictate policies.

This new adult education is one of the youngest members of the family of educational enterprises. This stripling, scarce thirty years old, has grown to manhood almost overnight and bids fair to become the most important single agent in the educational development of the next quarter century. If it is a bit uncertain in its step, sometimes awkward in its expression, and indefinite and indecisive in its thinking, it may perhaps be forgiven it as the characteristics of youth. Heterogeneous still in character, and multifarious in its organization, it nevertheless rests upon sound psychological, economic, and sociological principles which have not only given it impetus, but entirely justify the increasing expenditure of money and effort in carrying forward its program—the enrichment of community life.

<sup>10</sup>Department of Superintendence Seventh Yearbook, p. 476.

## NEW AIMS FOR OUR NEW ADULT EDUCATION

A. CASWELL ELLIS

A philosophy of adult education should marshal the significant facts and draw from these rational conclusions as to the aims, principles, values, and relations of adult education. The significant facts that must determine our philosophy of adult education are: first, the nature of the adults to be educated; and, second, the nature of the environment—physical, human, institutional, and spiritual—to which this education must help adults to adjust.

What, then, are the facts about the adult's nature that are significant in determining valid aims, principles, and relations in adult education?

Right at the start, scientific observations force us to break with the traditional conceptions that "you can't teach an old dog new tricks," and that man has only one mental youth, one mental middle age, and a mental old age, just as he has one physical youth, one physical middle age, and a physical old age.

Dr. E. L. Thorndike and a group of colleagues have recently tested by carefully checked experiments the relative learning capacities of children and adults. He took groups at five-year intervals in age, that is, a group at fifteen years of age, one at twenty, and so on, up to a group at forty-five years of age. These groups were taught reading, writing, arithmetic, stenography, typewriting, Esperanto, and to write with the left hand. Contrary to traditional belief, he found that adults at every age tested learned all of the above things more rapidly than did children at any age up to seventeen years of age, and that the younger the group of children the longer it took them to learn any of the things on which he tested them.

This epoch-making experiment is still inadequate as a measure of the superiority of the adult learning capacity, because the learning in nearly all of the fields tested is very largely mere memory work and does not enable the

adult to make use of his superior experience of life, such as would be the case in interpreting or criticizing literature, history, economics, or any other social science. But it does show that adults learn more rapidly than children even in the fields in which children were supposed to excel.

The experience in colleges and night schools for adults has supported Thorndike's findings. The experts teaching illiterates in the United States, for example, have found that an average illiterate American adult can complete in one hundred one-hour lessons the equivalent of the work of the first three grades of the public schools, on which normal six- to eight-year-old children spend more than two thousand hours. Likewise, in the city colleges in which professors teach the same course in the evening to adults that they teach to youngsters in the regular day session, it is the common experience that the adults surpass the young students. Part of this is due to the superior mental maturity, but part to greater earnestness of purpose. However, earnestness of purpose is a vital factor in all learning.

But, after all, the rapidity of learning is not so important as the intelligence of one's learning—how well can one comprehend the full meaning of the thing learned, criticize it, evaluate it, and apply it to life? These are the most important aspects of learning. As one's ability in each of these aspects of learning is limited by his store of old ideas already in mind from past experience that are related to the idea then being considered, it is obvious that the adult has an immeasurable superiority over the child in nearly every important field of thought when it comes to comprehension, criticism, evaluation, and application of new ideas. It seems, then, to be well established that adults, at least up to forty-five years of age, learn more rapidly and comprehend what they learn better than do children.

On the second point, it seems clear now that man does not have just one mental youth, but a series of successive mental youths extending throughout life. Four of these



youths through which the mind passes are now clearly recognizable. The first is from birth until the tenth or twelfth year; the second extends through pubescence and adolescence up until the twentieth or twenty-second year; the third from this period on to the climacteric at about fifty; and the fourth, or post-climacteric youth, which starts after fifty and extends indefinitely. Each of these periods brings to the mind new interests, aptitudes, and capacities which hitherto had been absent or only slightly manifested.

During the first mental youth, from birth to ten or twelve years of age, the child is interested primarily in seeing, hearing, tasting, smelling, handling things, and in acquiring the neuromuscular coördinations of eating, walking, talking, reading, writing, and other such conventionally useful coördinations. During pubescence and adolescence a second mental youth arrives, bringing to the adolescent new interests, aptitudes, and tendencies centering around love of the opposite sex, with rich new emotional accompaniments; new moral and religious questionings; new anxieties about his future; new interests in art, music, science, literature, social life, and problems; and so on. The adolescent at seventeen, for example, is living in a new mental youth that was impossible for him at seven. This much is now generally recognized. The elementary school, largely concerned with teaching the tools of learning and the more useful coördinations of reading, writing, etc., helps to develop the powers of the first mental youth, and the high school and college minister to the new and richer mental interests and capacities of adolescence.

But it has been tacitly assumed that at graduation from college, at the close of adolescence, all of man's mental youths were over, and that from then on it was a problem of postponing as long as possible the drying up and hardening of his mind along with the hardening of his arteries.

This we now recognize is a serious mistake. Man at twenty-one still has at least two more mental youths coming to him. The new interests and powers that come with the

middle-age period from twenty-five to fifty are apparent when we compare the mind of a thirty-seven-year-old man with that of a seventeen-year-old adolescent. The man at thirty-seven has largely given up the wild emotional love dreams and the extravagant ideals and ambitions of adolescence. Now, his mental life centers around supporting a wife and family, securing a home, building a decent social order in which to live and rear his family, getting economic independence, and, above all, getting ahead in his business or profession. These are the interests that occupy constantly the best thoughts of the middle-aged man. When he was seventeen they were absent or very incidental.

After fifty, these family, civic, economic, and professional interests in turn wane. Love of activity grows less, while a tendency to meditation and reflection increases. Experience and knowledge having been amassed in many fields the interest now is rather in finding out what it all means and whither it leads. The emotions do not now so imperiously dominate, and matters are given less personal reference. This is man's philosophic youth, when the waning of passion and the recession of disturbing emotions and selfish ambitions give the calm necessary for clear thinking.

Of course, not every individual passes through all these mental youths. Some feeble-minded adults never get beyond the sensuous childhood stage, while others never develop out of their adolescent mental interests and activities. Still others, by neglect of their higher possibilities, may become fixed for life in their occupational, economic, or family interests. Again, just as some are born with better bodies than others, and as some mar their future physical development by improper treatment of their bodies, so some are naturally possessed of finer mental potentialities, and some injure their minds and prevent full development. What is meant is that a normally endowed, vigorous mind can and, if properly educated, does pass through the several successive stages of development roughly outlined above.



If this analysis of the process of man's mental development be correct, then the aim of adult education is not merely to help those who were unfortunate in youth to make up in adult life for their lack of early formal education, but to provide a normal and necessary part of the education of each of us, whether we be college graduate or whatnot. Incidentally, and of necessity, adult education must do what it can to fill up the gaps left by the failures of the education of childhood and youth, but its primary aim should be the development of those interests and capacities which dominate the lives of adult men and women. Just as the chief aim of the education of childhood and youth is to discover and develop the interests and aptitudes of the first two mental youths—those of childhood and adolescence—so adult education should aim primarily to develop the interests, powers, and talents of the later two mental youths of adult life. Man cannot be completely educated during childhood and youth, for the simple reason that he is not yet all there to be educated.

It is a sad commentary upon our educational leadership that thus far we have in the main in our schools for adults striven to thrust upon mature adults the subject matter and methods of instruction devised from ten to a hundred or more years ago for children and youths, just as we dumped upon college women a generation ago the existing curricula devised for men. Obviously, the subject matter and the principles of adult education and the methods of teaching adults should grow out of the motives, the needs, and the instinctive and occupational drives that move adult men and women, and not be dragged over into adult education from the schools of childhood and adolescence. Conversely, we should cease assuming that man must complete his formal education by twenty-one or twenty-two years of age and attempting to cram into the first twenty years of life all the knowledge, skills, attitudes, and interests of both childhood and manhood. It is no wonder that our present crowded, confused school and college life is so lacking in

a sense of reality and vitality. Our school activities will acquire the vitality and reality of our athletics and our vocational occupations only when the present schools base their work primarily upon the interests, needs, and aptitudes of childhood and adolescence, and when the future adult schools and colleges care for the needs, interests, and powers that dominate adult life.

But, developing from within outward the desirable inborn potentialities of man is not the whole work of education. Man is born into a vast and intricate mesh of physical things and forces, and an even more complicated environment of family, civic, social, economic, moral, and religious customs, laws, institutions, and ideals. These he must understand and adjust himself to wisely, or they will thwart and torment him or even destroy him entirely. The schools for adults must, therefore, also aim to help adults to comprehend the significant laws of the physical universe and the rationality and irrationalities of the civilization about them.

This would not be easy if all this complex physical, human, and ideal environment remained the same from generation to generation. But, unfortunately, it is changing constantly. The laws of physical nature seem constant, but the race's knowledge of these laws is forever changing, while the civic, social, and economic facts, processes, and rules are changing all the time and demanding ever new and better adjustments. The established law or custom or process of one decade is repealed or discarded in the next. The skilled hand worker yields to the hand machine, which in turn is forced out of business by the factory-line mass production. The railroad takes away a large part of the function of the horse and wagon, only too soon to find itself being pushed to the wall by the motor truck, pipe line, power line, motor stage, and airplane. The ever increasing applications to industry of the principles of art and of the physical, biological, statistical, psychological, and social sciences compel constant industrial readjustments. Besides the hundreds of laboratories in the colleges, there are in the great industries of the

United States alone sixteen hundred scientific laboratories, some of which employ more than a thousand trained men and women and expend several millions a year on scientific investigation of industrial processes. The need, then, for constant readjustment to the industrial world must grow more and more imperative every year.

Similarly, the social and civic readjustments demanded are growing ever more numerous and frequent, while even the traditional family adjustments are yielding more and more to city life, factory production, and the impact of schools, hospitals, and changing ideals. Moral and religious conceptions and practices are likewise undergoing frequent changes. What was regarded a little while ago as governmental interference with business is now eagerly sought by producer and consumer alike. Old ideas of property and individual rights are rapidly being discarded under the pressure of changing conditions of living. So rapid are these changes that there existed when I was in college thirty-five years ago none of the most pressing governmental problems of today. Shall the United States join the League of Nations; shall it remit the debts of the Allies; how shall it curb the super-power trust; how shall it control the radio and the airplane; how shall it prevent overproduction; how shall it find work enough for its population; and so on. The struggle up to a few years ago was to find means of producing enough food, clothing, and shelter, and to find workers enough to carry on the work of the world. With the perfection of modern machinery and the applications of the sciences to industry, the pressing problem is changed to one of wise distribution and consumption.

It is no wonder that the world is now confronted with serious maladjustments and threatened catastrophe in our family, civic, and economic life. The multiplicity and complexity of the processes of civilization have grown too great for these to be mastered by the immature minds of children and youths in the brief school and college years, or by the hit-or-miss method of trial and error of adult life. The maladjustments in recent years have rapidly grown

more menacing. It is clear that we can no longer direct the processes of adult civilization with the education of youth. Our vital moral, religious, social, civic, and economic problems are studied now during adolescence, when we have little interest and very limited experience or capacity for giving them intelligent consideration. Then, after we get out into life and obtain the experience, the interests, and the mental maturity that would enable us to think about these things more intelligently, we cease studying them and devote systematic study only to our personal, professional, and business interests, and therefore continue through life living in a child's or adolescent's mental world in regard to those aspects of life that make civilization possible.

The second general aim, then, of our adult educational system must be to help the adult, during the leisure provided by modern life, increase his vocational efficiency, and adjust wisely to his physical, human, and spiritual environment through systematic study of the facts, principles, and problems in our family, civic, social, and economic life.

Since the interests, aptitudes, and powers which education must develop are continually changing and presenting new opportunities for education even into old age, and since the personal, civic, social, economic, and spiritual environment to which education must help us adjust is also ever changing and making new demands, it is obvious that education is a continuous, lifelong process of development, adjustment, and readjustment. For the adult past fifty to whine for the past pleasures of adolescence or early manhood, instead of developing the new interests and capacities of his age, is as absurd as it would be for the adolescent to cry for the departed joys of a rattle.

The past century witnessed the establishment of universal education of childhood and youth, resulting in an era of the greatest progress ever recorded by man. This century will see the establishment of universal adult education, bringing now undreamed-of advances in efficiency, in culture, and in human welfare.

## THE BROOKLYN ADULT-EDUCATION STUDY<sup>1</sup>

FRANK LORIMER

There is a class of social studies, appropriately described as "technoloid," which must be distinguished from strictly technical studies yielding quantitative results through the impersonal application of standardized methods on the one hand, and from purely subjective inquiries, on the other. The Brooklyn adult-education study very definitely belongs in this intermediate category. The whole fabric of the published report is *subjective* in its construction, and the implications of the findings are subjectively developed. The study throughout has been controlled, so far as possible, by the use of systematic techniques of investigation and by the impersonal statistical treatment of data. The number of individuals interviewed or answering the questionnaires was necessarily very small in comparison with the total population of the area. Much attention was directed towards securing as representative a sampling as possible, and the characteristics of the sample are checked against the general population. Nevertheless, the conclusions should in all cases be regarded as suggestive rather than final or authoritative. The scientific quality of any study is conditioned by the limitation of the problem and by amplitude of resources in services and machinery. The Brooklyn study was as broad as all outdoors, and the only resources available were the services of a small staff during one year, with elementary equipment. The results are perhaps as "objective" as might be expected under these circumstances.

A somewhat original twist was given to the study in its inception by the local group, the Brooklyn Conference on Adult Education, which was responsible for launching the project. This group, among whom Seymour Barnard was the presiding genius, conceived the possibility of approaching the study of the place of adult education in the

<sup>1</sup>See also review of the published report, *The Making of Adult Minds in a Metropolitan Area*, p. 524 of this issue.



community, not through the usual analysis of educational processes, but through a study of the development of adult interests and activities in the community at large. This conception determined the character of the survey as an exploratory investigation.

In this instance the partial control of results through the use of standardized research techniques was supplemented by the development of conference methods in the formulation of interpretations. Suggestions originated in many quarters, of course, and were organized and given preliminary formulation by the research director. Several principles of adjustment between the director and local committee were explicitly recognized. It may be worth while to record these principles in some detail, because such adjustments are of crucial importance in many social surveys.

A small study committee held frequent meetings at which the director was always, except under unusual circumstances, expected to be present. Matters of budget control were primarily the responsibility of the committee. Matters of research procedure were primarily the responsibility of the director. In general, however, an informal consensus of judgment was always sought. In the discussion of final presentation, it was agreed that no statement of fact should be suppressed if supported by evidence derived from systematic investigation. With regard to interpretations and suggestions it was agreed that the presentation on any point of issue should follow the group judgment of the study committee, in conference with the research director. Prior to the final conference on text each member of the study committee prepared a draft of comments, objections, and suggestions in two classes: minor comments, referred entirely to the judgment of the director, and major comments recommended for committee consideration. It was, however, explicitly understood that any individual opinions of the director or conference members which were not sustained by such group judgment might be presented in footnotes. As a matter of fact,

however, the "sense of the meeting," to use the Quaker formula, resolved all important divergences of interpretation to such a degree that no individual cared to exercise the right to enter such a demurrer. In several instances institutional representatives did request revisions of text dealing with their particular institutions, but were discouraged from pressing such objections by the consideration that the report should be allowed to stand substantially as drawn by an outside student, the research director. In the opinion of the director the coöperation of the committee under the principles here outlined, far from constituting an embarrassment to effective presentation, very greatly contributed to the validity of the report.

The findings cover the extent of participation by the adult population of Brooklyn in formal educational activities (which is found to be surprisingly high), the division of adult interests among different intellectual activities, responses to various types of educational opportunities, and unexplored possibilities of effective adult education. It would be useless to attempt to summarize these findings, and in several instances summary statements might be misleading if considered apart from the context in which they are presented.

It may be worth while, however, to consider at this time some of the larger aspects of the problem of "the making of adult minds in a metropolitan area." Facilities for broadcasting knowledge and artistic culture are now so advanced that the problems of metropolitan culture today are focused in the problem of individual participation. Of course, much might be done to improve the efficacy of libraries, museums, and other educational services. Some suggestions to this effect are discussed in the report. Furthermore, in the case of some cultural agencies, notably the radio, commercial interests have probably depressed the services *below* the level of popular taste. Some evidence was found that a considerable proportion of the population would at least welcome a superior type of



music in radio programs. But probably as long as radio culture in America is controlled by the attempt of advertising agents to reach "everybody" in every program, little diversity or quality of performance can be expected in this sphere. Individual participation is, however, by all odds the crucial factor in American cultural life.

How can the intellectual interests of individuals be stimulated and developed? There are many answers, such as nursery schools, experimental primary schools, secondary schools and universities, and small adult classes with emphasis on individual development. All of these types of activity open important lines of approach. The Brooklyn report lays emphasis on the undeveloped spiritual values of vocational education, classes for immigrants, and other types of study which at present are frequently illiberally directed. The furtherance of democracy, security in work, and the stimulation of creative individual participation in industry presents another and no less fundamental approach.

Another interesting phase of the problem of American culture is raised by the query as to what sort of responses to educational opportunities may be expected in the next generation in view of the predominant sources of natural increase in contemporary metropolitan life. Some light on this problem is afforded by an analysis of size of family in relation to educational experience, carried out on the same data, since publication of the report, but limited to a small sample of married persons, aged forty-one or over, living with spouse. The results of this analysis, which were not available at the time of the report, run with reference to educational classification as shown on page 483.

These results suggest certain social and educational problems which are engaging the attention of the writer at the present time. It is possible that population trends and family customs constitute an important group among the social affairs which warrant more imaginative consideration in the development of lines of adult education than they ordinarily receive.

ANALYSIS OF SIZE OF FAMILY

<i>School Attendance</i>	<i>Average Number of Living Children</i>
Persons reporting grammar school only, no adult courses (267 cases).....	3.1
Persons reporting grammar school only, supple- mented by adult courses (60 cases).....	2.0
Persons reporting high school only, no adult courses (48 cases) .....	2.5
Persons reporting high school only, supplemented by adult courses (37 cases).....	1.8
Persons reporting college, one year or more (69 cases) .....	1.7

## IN-SERVICE EDUCATION FOR BUSINESS AND THE PROFESSIONS

N. C. MILLER

Pioneering in certain fields, because in the beginning there were no other agencies to do the work held necessary, university extension has successively, and sometimes simultaneously, undertaken activities considered in a general way appertaining to the public-school systems, to private organizations, to vocational schools, to the industries in their training activities, and to the graduate schools in all the fields touched. In-service education for business and the professions developed along with the other training activities.

Any educational system, and I believe university extension may properly be called an educational system, so widespread in both theory and practice must indeed be universal in many senses. It must suffer occasionally in the comparison of its loose articulation with the closely-knit individual systems of the separate functions it has undertaken to administer.

With such a broad field thinly spread out in some regions (both educational and geographical), it is quite conceivable that at one place or another marked changes could take place in both methods and content. Its occasional or progressive relinquishment of specific activities due to the enactment of Federal and State laws, the erection of educational units in growing number to perform the functions it formerly was charged with, might, to one not viewing the whole field of university extension, be considered an obsolescence of essential functions.

This is by no means the case. Recognized as a useful adjunct to an incomplete public educational system, capable of reaching the most distant hamlet or the most crowded metropolitan area, it grew almost overnight to its present proportion. An adjunct which was able to capitalize campus

facilities in the interest of the most diverse requests, from child study to factory management, from folk dances to drama writing, from preparation towards an air pilot's license to postgraduate surgery, could not but develop in a remarkable manner. We may be sure that it has been remarked upon, and in no uncertain terms.

The willingness to make education available to all has subjected university extension to the same general criticism that Dr. Flexner made of the American university. Upon his conception of the function of the university, Dr. Flexner condemns the teaching of such subjects as journalism, business administration, pedagogy, to name only a few, as improper for a university. Without entering into the controversy excited by Dr. Flexner's definition of a university and the attempts to list the real universities of the country, it might be proper to indicate a point that seems to have been overlooked in many quarters.

Apart from any academic delimitation of the functions of a supposititious university, the practical administrators of the physical university—as a growing concern of teachers, learners, physical equipment, in a growing country needing teachers, journalists, engineers—have responded by undertaking work for which in many cases there are, at present, no other broadly organized facilities.

Whether a factory manager should have a degree—be graduated—whether a journalist should obtain his training in a school erected at the university seat, whether an engineer may be permitted to carry transit or voltmeter past the sacred portals seems to the genuine educator a matter of indifference.

Even Dr. Flexner will admit that these are worthy activities. The university, here in America, responsive to the agency which has created it—the people themselves—has accepted for the nonce a large commission, and is discharging it. If some of the traditional machinery creaks, if there be any terminological inaccuracies in the formulas pronounced over the rostrum in releasing the “graduated” to

their future activities, we need not blush for them. A necessary task is being done by the agencies widely available at present.

There is a certain function that is inherently in the extension service's field—it will always be—until that Utopian time when the world is one great coöperative school—learning while earning. That function is adult education as distinguished from preparatory education which is the whole-time job of the adolescent fitting himself for beginning a career. Education for the man and woman already at work in business and profession—the in-service activity of the university—is the *raison d'être* of the extension division.

The general definition of extension education just given will thus imply both professional and cultural education—taking both words in their broadest sense of vocation and avocation. With the trend of full-time education to include more and more high-grade instruction, university extension will elevate its aims. In some quarters, extension education will continue to supply training in all of the fields that have hitherto been served, by means of all the mediums thus far in use and, indeed, some we do not at present envisage, perhaps. It will, particularly in some quarters, as its clientele will dictate, consider no form of learning too high.

In some quarters progressive relinquishment of lower functions will leave university extension almost entirely in the field of postgraduate work. This will come when every matriculate has a university degree or—let us be wholeheartedly universal—is one who, by personal training and predilection, is capable of benefiting from this postgraduate instruction, one whose presence will not embarrass the work. Intellectual adequacy and professional aptitude will be the sole entrance requirements.

Such a universal university is already in being, in essence, in a considerable number of institutions. Rather than deal in generalizations, it will, perhaps, be preferable to cite specific extension activities which are typical of the work

at one or another institution. It is with this in view that the writer makes reference to his own institution, and, in particular, to projects being carried on under his own direction.

At Rutgers University a postgraduate plan of medical instruction is in operation in everything that makes a school for graduates. Its students have evidenced their intellectual competence by graduation from recognized schools of medicine, and their professional aptitude by successful practice. Their lecturers are from university and hospital staffs, and those sessions which require clinical and laboratory demonstrations are staged in well-equipped operating rooms, hospital wards, and laboratories.

In 56 groups at 38 centers for three years, now, physicians and surgeons in the metropolitan area and the remotest counties have had the benefit of instruction in newer drug therapy and fractures, gynecology, obstetrics, cardiac diseases, gastroenterology, pediatrics, heart and kidney, applied neurology, and recent advances in medicine and surgery. In one county, 77 per cent of the medical men were enrolled. By no other means could anything like this number have spared the time to keep *au courant* with recent developments, and so easily (in the sense of time necessary for preparatory study and conference). This is university extension in its best, and growing, form.

That university extension freely accepted the broad definition of what constitutes education and also what constitutes preparation therefor is evidenced by the Labor Institute held last year under the joint auspices of the New Jersey State Federation of Labor and Rutgers University. With a week's program prepared by the university extension division after conferences with labor leaders, representatives of labor seriously entered upon a busy period of lectures and discussions. The timely topic of unemployment was presented during the second week of June last (June 8-12, 1931) by university professors from Rutgers, New York University, and Princeton University. Labor leaders



presided and national and State officers of the American Federation of Labor, including President Green and Vice President Matthew Woll, took part.

A third activity at the same institution will supply the evidence of variety of aim with similarity in method. This is the real-estate education program which in its threefold aspect exhibits all three forms of educational administration. In addition to a resident course projected for students preparing for the real-estate profession and a research project under the Bureau of Economic and Business Research, there is a broad extension program.

The extension program in real estate includes both evening classes of the usual form and institutes concentrated in the form of weekly series at numerous centers about the State. Both classes and institutes draw from the same clientele in general, employees of real-estate companies, the agents themselves and their salesmen, brokers, tax assessors, and title-company men.

An extension program in a laboratory setting is a post-graduate activity which was organized after conferences with the university school concerned. A course in "petroleum technology" in charge of a consulting chemist was offered—a better word would be "supplied"—to a group of university and college graduates already at work in the petroleum industry. The teachers of chemistry will appreciate what a privilege it is to work with a group which comes *asking* for a specific course, which is already active in a field to which they may daily apply their successive increments of expert instruction and, perhaps, even extend their outlined exercises of the experimental laboratory to the broader techniques of practical application with commercial quantities of materials and engineering equipment capable of putting small-scale manipulation to industrial test.

That such narrow specialization, quite beyond the possibilities of the usual university resident course, could be organized and administered is indicative of the minute sub-



division possible under an intelligently construed university extension charter.

In the field of management, Rutgers carries on a work which is typical of that done by a few university extension divisions. Classes are made up in the main of men and women pursuing courses covering the various aspects of industrial organization and management, factory planning, and personnel problems. In addition to classroom courses, a general program of lectures and discussions is administered through the medium of the Management Institute, an organization composed of graduates from the management courses. By this arrangement, both formal and informal graduate study is fostered.

A new extension activity at Rutgers is in the field of social service. There has been inaugurated a series of courses in public welfare work, undertaken at the instance of the New Jersey Conference of Social Work, which has already attracted 200 persons, of whom 35 per cent hold university degrees.

The amazing variety of sound instruction available through home-study courses—the correspondence school—has well established the earlier claim of this extension activity to being the university of the people. It is a permanent fixture for the extension field. In spite of the multiplication of mediums for conveying instruction, there remains one thing which is the backbone of all education—the printed book. Lectures, pictures, the museum, *viva-voce* recitations, conferences, all are but adjuncts. Their novelty or their flexibility may make them valuable for creating contacts and maintaining interest. They are successful only in so far as they lead back to the book.

A lecture service to women's clubs, school and home associations, patriotic groups and service organizations, and civic bodies, in the interest of culture and the extension of good citizenship is a standing obligation recognized even by the universities not formally accredited to the extension field. It is this very activity which is often adverted to by those

who consider extension education to be synonymous with frills. Such contributions as are assembled under the general head of lecture service are the serious concern and duty of every important educational institution, and no amount of ribald comment on some negligible quotation from some public utterance will alter that fact.

It is when such services, like all other external educational activities, are organized under a responsible extension head that the university will be spared the occasional embarrassment alluded to. Not that extension lecturers are always paragons of either consistency or discretion, but they are under a certain definite responsibility and their subjects and methods are accurately known in advance to those who send them forth.

Miscellaneous university lectures are the oldest form of extension education—they are still among the most popular. As isolated methods of spreading general culture and information, the extension service will retain them in any permanent plan. They will be organized, however, and that organization will make them individually and in series a part of the adult-education program.

It strikes the university extension man as odd, occasionally, that certain of its definite functions are assumed for a time by other institutional agencies and interests. The stirring of interest in alumni education as a special function of the alumni organization, even when extensive facilities are available, is a recent phenomenon. When used frankly, as one alumni secretary admits, to get the alumnus back to the campus to sit at his old desk and hear, with a little more tolerance, his old professors, nothing need be said of its extension aspects. But to duplicate the organization often already on the campus for the purpose of substituting a thin program of directed reading or similar "soft" projects for serious extension courses, and lure away from serious study groups of university men who would form or already do form the nucleus of more worth-while cultural and professional training projects is obviously an error.

Funds used for alumni study purposes might better be added to general extension funds and alumni organization effort might better be expanded in acquainting the alumnus with his opportunities and, in a manner, obligation to community projects already in being.

Radio in education—a whole field by itself, still in its infancy, and yet with some major problems so intimately confused with commercial implication and active opposition—must logically come within the scope of the extension university. It must not, in particular, be left to the none too tender mercies of irresponsible commercial agencies as a mere and negligible adjunct to blatant advertising campaigns.

Although at first sight the radio seems to offer a wonderful medium for university extension, and it may be eventually, there are some practical considerations and some unfortunate developments which threaten the existence of this medium for *any* educational purpose. Despite the ambitious projects for schools of the air, there is threatening an almost insuperable obstacle to the use of radio for any serious educational purpose.

Dr. Joy Elmer Morgan, editor of the *Journal of Adult Education*, said last May in New York City: "The radio interests have, so far, thrown their major influence on the side of greed. There has not been in the entire history of the United States an example of mismanagement and lack of vision so colossal and far-reaching in its consequences as our turning of the radio channels almost exclusively into commercial hands."

In any case the extensive use of the air is limited to oral instruction and the present lecture facilities may be converted to radio use, without change, once the educational use of the air is obtained. The present brief programs interjected between the advertiser's practical monopolization of the ether are of negligible value for serious extension service. Popular broadcasts are more like leaflets and tabloid sheets than serious radio-instruction material.

At present radio is a liability to extension; that is, university extension finds itself called upon to fight for the use of the air—not to go out and use it. *En passant*, this militant duty is one not to be neglected by the extension university. It is as important a battle, in a way, as any fought since Milton's struggle for the freedom of the press.

As demands in other fields follow the pioneer offerings in selected localities and selected subjects, university extension envisages a future as broad as education itself. A shifting of emphasis from the lower level, even the actual relinquishment of large congeries of subjects, does not presage the cessation of university extension but rather the completion of one or several phases or stages. The final and permanent stage is a broad field on a high level, administered without academic prejudice. That field will welcome the university graduate. It will likewise welcome the intelligent seeker after knowledge and culture, regardless of his academic standing, who by preparation and predilection is able to profit from the university's offerings. We shall then have a veritable extension of the university to its true stature.

## SOME RURAL ASPECTS OF ADULT EDUCATION

KENYON L. BUTTERFIELD

About a year ago I had the exhilarating experience of spending three days with Dr. James Yen and his colleagues at Tingshien in North China where they are carrying on their remarkable work in mass education. The story of how Dr. Yen has developed his "Thousand Character System" for teaching the ordinary peasant to read during the four months of idle time which he has every winter is well known. But it is not so well understood that it is far more than a literacy movement. This group of some forty highly trained Chinese is carrying on both research and demonstration in such fields as health, agriculture, citizenship, and even art, as foundations for a systematic and widely extended movement not only to teach the Chinese peasants to read but to give them the right sort of reading and the means of continuing their reading indefinitely. It requires little imagination to picture a new China emerging from such a stupendous undertaking.

The problem of illiteracy in China is repeated in India, in Africa, in the Near East, to a lesser degree in Russia. There are probably 1,000 million illiterates in the world, and most of them live in rural areas. Just teaching the world to read is one of the great tasks of civilization; it is largely the "job" of rural adult education. And when these multitudes are taught to read—what then? What part shall their new tool have in gaining an insight into the modern world of science, in fitting them for self-government—yes, in utilizing religion as a means of living the abundant life? Indeed, the "habit of international coöperation," which after all is the surest guarantee of the world's peace, can with difficulty be practised among the rural people of the world until through reading, as well as other forms of gaining information, they come to know something of the problems of the "folk of the furrow."

In many European countries and in the United States,

the problem of illiteracy is not so pressing as in other continents; consequently the opportunities for the more formal and advanced types of adult education are apparent. Yet the widely differing aspects of rural adult education in such countries as Great Britain and the United States, and in China and among other hosts of illiterates, indicate the magnitude of this problem. The world movement for adult education must attend fully to all aspects of continuing education, as a supplement to the conventional schooling of the billion farmers of the world.

These introductory statements indicate something of the extent and the significance of rural adult education in its world aspects. Let us proceed to consider those phases of the movement that are of more especial importance in the United States, first, from the point of view of the work now being done, and second, from that of future needs.

The United States has, in its "Coöperative Extension Work in Agriculture and Home Economics," probably the most elaborate project in rural adult education in the world. During the last fiscal year there were nearly 6,200 paid workers and over 250,000 voluntary helpers, and it was estimated that not less than 25,000,000 people were "reached" by the work, which is now less than 20 years old. The annual cost of this service is some \$26,000,000. Moreover, the publications of results of the investigational work of the United States Department of Agriculture and of the State experiment stations are pouring into the homes of our farmers an amazing amount of printed information of interest and value to them.

With respect to the agencies of rural adult education, it may be said that first of all we must bear in mind that the publicly-supported system of coöperative extension work in agriculture and home economics is not only the most extensive and popular system of rural adult education which we are likely to have, but that it is capable of carrying a goodly share in the new developments that may be found necessary and practicable. Probably these newer plans must come partly out of the inspiration and genius



of a few of the more forward-looking leaders in the extension service, though partly also from farmers themselves. Both groups may however perhaps be stimulated and encouraged by outside agencies.

The schools and colleges have a task in this field. The rural high schools certainly, and personally I think the lower schools, as well as the agricultural colleges, should help their former students to keep up their education, especially those who do not go on to advanced schooling. This means that the teachers of all grades in education must appreciate the significance, the character, and the method of continuing education and must be encouraged if not required to make it organic in the school itself. For the desire to learn and how to keep on learning must be fostered by the school. Moreover the school itself, especially in rural communities, should be the center of the larger share of the adult education in the community.

The library is essential in adult education. Considering the needs of rural people, the American rural library is pathetically inadequate. This statement does not ignore the work which State libraries and librarians have been doing for a generation, but the fact of inadequacy still remains. Eighty-three per cent of the rural people in the United States have no local library facilities; some States do not have even a State library; while 1,135 counties, or more than one third of the rural counties, have no public library at all. Here is unquestionably an opportunity for one of the great "drives" in rural adult education.

The educational value of farmers' organizations can scarcely be overstated. For example, the Grange, the oldest of them, has maintained definite educational hours in the local Grange meetings, and this quite apart from the incidental educational value of managing an organization and of dealing with the various problems in which it is interested. But these farm groups have not yet risen to the height of their possibilities as educational centers.

There is, too, the country church and its various sub-

ordinate agencies like the Sunday school and the young people's societies. We must not underrate the enormous educational accomplishments of the country church. But again we must remind ourselves how much more it can do. The church itself as an organization, and its Sunday school particularly, has in its hands one of the greatest of opportunities in rural continuing education, not only in the field of distinctively religious education, but what is perhaps of greater importance, in the field of education which interprets life and conduct and the relations of human beings, in religious terms. The enormous possibilities lying ahead of a well-organized country church in the field of "continuing education," are most challenging and inspiring. For example, to take only one aspect of this field as yet wholly undeveloped, the Sunday school might cooperate with the public school in "life counseling" for youth.

Turning now to a discussion of the direction of probable future developments in this field, it is necessary to also more specifically point out the inadequacy of the work now being done. First of all, it is important to extend the informal types of rural adult education, both with regard to groups to be reached and subjects to be considered. New Federal appropriations will help put the extension work of the agricultural colleges into practically every rural county in United States. In nearly every county many communities do not measure up to their opportunities for educational aid. Thus far moreover the content of this service is dominantly in the field of applications of the physical and biological sciences. Only a beginning has been made in extension work in the economic field, and almost nothing has been done relative to social problems, except in homemaking. The fields of literature, drama, music, art, history, philosophy are almost untouched. Even science, aside from its vocational applications, has had slight attention. Thus at once there opens out the possibility of a great enlargement in this already extensive program of rural adult education.

While various projects have been undertaken to assist groups of farmers to employ advantageously the discussion method, this form of work has not been given the attention it deserves. It is possible to develop a better technique of group discussion than we have heretofore had. On a satisfactory technique depends in no small degree the educational value of a widespread scheme for thousands of local groups of rural folk. The supply of authoritative material growing out of scientific research must be combined with trained leadership in utilizing this material, alongside the experience of farmers themselves, and out of it all getting a matured and stable group opinion. Forums and debates have their place, but the great need is to provide material, method, stimulus, leadership for sustained local group thinking in multitudes of rural communities throughout the country.

The problem of the reading habits of the farmers needs attention. Farmers read, and they think about what they read, but most of them do not read enough and are not sufficiently readers of books dealing with the great problems of the time, both their own problems and those of society in general. Consideration must be had of the necessary limitations under which farmers work—long hours in the open air and a never-ceasing round of “chores” of all sorts that are time consuming and that seem unavoidable. Then too the need of escape from the farm itself to the recreations and relaxations of neighborhood and village and city cannot be gainsaid. The root difficulty lies in the failure of the rural home and the rural school to coöperate in inculcating and stimulating the reading interest. Here one wishes to plead for the idea lying in the words “continuing education,” for continuing education is a habit and a permanent interest in life rather than a piece of educational machinery. Among rural people the habit should root itself deeply in the schools, it needs the encouragement of constant practice after school days, and both stimulus and material for reading must be at hand.

Both radio and motion pictures are increasingly utilized in rural adult education, but their full possibilities have not yet been explored.

When we come to the more formal types of rural adult education, progress has been discouragingly slow. Study and correspondence courses were started by one or two agricultural colleges as many as 35 years ago, but there has developed as yet no real system, on a scale commensurate with the need, of organized lectures, lecture courses, reading courses, correspondence courses, that really reach the people of the farm or even the people of the villages. These formal types of adult education in the country are difficult to develop, but they form a major need in rural adult education. One might almost say that the very success and extent of the great coöperative extension work has been a bar to the development of these important formal types, for it has taken the farmers' time and energy and on the surface seems to supply the need.

One or two allusions have been made to the use of the words "continuing education." Personally I like the term better than adult education for many reasons, but particularly for a very practical reason. There are in this country today in city as well as in country hundreds of thousands of young people between the ages of 14 and 24 who have "finished" school. Even if there were the most complete provision for adult education, these youngsters have not yet fitted themselves into those economic and social groups that are likely to use the agencies of adult education. In the interests of adult education itself, to say nothing of the interests of the people involved, here is grave danger of a serious hiatus in our adult educational scheme. Provision for those out-of-school, and in a sense out-of-society, youth must be the direct object of one of the most significant and difficult aspects of adult or "continuing" education.

Underlying all types of continuing education which involve large numbers of rural folk, institutions and organ-

izations must provide the materials and suggest the technique which can be used by the rural groups under their own voluntary or lay leadership. Classes or similar groups wholly under professional teaching or leadership can play but a small part in any adequate scheme.

In closing, may there be just a word about content? I think the educational world makes a serious blunder in endeavoring sharply to differentiate cultural and occupational education. Not for a moment would I wish that interests lying quite apart from and far beyond the task of making a living should fail to be a part of every one's opportunity and education. Unquestionably, leisure earned by successful work should be utilized for the enrichment of the spirit of man. But the rub comes in assuming that making a living is merely making a living. Every person in the process of making a living is also making a life. It may be a good living and a poor life, or it may be a poor living and a good life; or it may be both or neither. But work, the "job," the occupation may make or mar men and women in the very depths of their personalities. We almost completely ignore this fact in education; we continue to make compartments.

Therefore a major need in rural adult education is to show farm people themselves how their work, their daily task, the job of being a farmer, may contribute more fully both to good citizenship and to their personal growth in mind and heart. No occupation in the world, aside possibly from the higher reaches of so-called professional life, lends itself to this principle of human growth so well as does agriculture.

Indubitably, abundant provision should also be made for education in the distinctive problems of citizenship, and in those realms of art, literature, philosophy, that for want of a better designation we call cultural. A cultivated rural people is one of the aims of the everlasting quest for democracy.

## SOCIOLOGICAL ASPECTS OF PARENT EDUCATION

EDUARD C. LINDEMAN

Parent education represents a need, an idea, a program, and a movement. In some respects it comes nearer being a true folk or social movement with an educational base than anything that has happened in America since the decline of lyceums and chautauquas.<sup>1</sup> The reason for this peculiar position of parent education is to be found, so I believe, in the fact that family life has suffered more than any of our other traditional institutions from the impact of urbanization and industrialization. In short, folk movements with learning at their base arise at points of cultural unadjustment; the American family needs a new process in order to accommodate itself to the emerging cultural pattern which surrounds it, and until this process is achieved family life will be the area of cumulative disturbance.

Parents want to know; they have misgivings about themselves as parents and as adults; they stand baffled before their children who are motivated by the newer cultural forces both in school and in the stimulating community; they know that a so-called "new psychology" is abroad and that it is supposed to supply answers to perplexed parents. Because they are disturbed and because they want to know they reach out for bits of knowledge, new instruments of control, and fresh assurances. This disturbance and this reaching out for help constitutes the impulsive phase of parent education. It shows where the dynamic comes from and consequently furnishes an initial clue for interpretation.<sup>2</sup>

<sup>1</sup>Some may claim that workers' education is more truly a folk movement because it rests upon a class-conscious foundation. But, workers' education as it has evolved in Europe is not a reality in the United States, and principally because of inadequate solidarity of its working-class constituency. This statement is not to be taken to imply that a working-class educational, or folk, movement is not possible under our circumstances, but merely as a plain statement of present fact.

<sup>2</sup>If one were attempting a similar cultural approach to the adult-education movements of Denmark, England, and Germany, one would discover analogous areas of cultural disturbance. The Danish movement rests upon agrarian foundations because it was Danish agriculture and rural life which was uprooted by the catastrophic events of the late-middle nineteenth century; the English movement rests upon a labor base and for similar reasons; and the German movement, so far as it is unique, derives from the cultural compulsions of the new republic.



The difference between a social movement and a social program is to be found in impulse, that is, in dynamic. Programs derive from the wisdom and foresight (or cupidity) of leaders. The leader creates social dynamic by developing consciousness of need and releasing emotional desire. He cannot build a movement unless those who are led become aware of actual wants, needs, desires, wishes, or aspirations, that is, "actual" in the sense that these impulsive qualities are seen as related to situations and problems other than those on the emotional plane. The energy which the leader releases through emotional means is soon dissipated unless the releasing procedure is in and of itself rational, or educative. Otherwise, the followers can only place their faith in the leader and so long as he leads wisely or retains power they may attain the objects of their need; but, the moment this sort of leader is dropped from the social equation, the followers are lost; they stand without intellectual resources of their own and consequently fall prey to the next allure of the emotional leader.

From the above theoretical point of view one begins to appreciate the "movement" aspect of parent education. Its impulse has been at work for a half century or more in various spontaneous manifestations of parents, particularly in relation to schools and teachers. Gradually, this dynamic reached such proportions as to create the need for other types of leadership, professional and technical. One may now observe the movement as a social phenomenon in all its constituent parts: the perplexity of parents; the awareness of need; the desire for new knowledge; small collective enterprises resident in neighborhoods and local communities; the supply of new knowledge through publications and laboratories; the rise of technical leaders; and finally, the emergence of administrative or organizational leadership.

The above sketch will serve, I trust, to orient the reader with respect to the generalized social setting of parent education. With this cultural context in mind, we may,

perhaps, find profit in making brief analyses of some of the more detailed aspects of the movement.

#### FAMILY LIFE AS AN EDUCATIONAL EXPERIENCE

Learning is a kind of awareness. Sense perceptions are, therefore, primary considerations. I cannot learn from you unless I perceive you. Likewise, one does not learn from the flow of experience unless sensitivity to experience as change has somehow been cultivated. But, even this elementary form of awareness is not enough for true learning; sensitivity to the qualitative aspects of experience is required. Every one realizes the extent to which family life serves as a habit former and tradition stabilizer. We may be born into society and the state and the church but none of these institutions begins its habit-imposing process as soon as the family, nor does any one of the above three persist in its impact with quite the same force. And, because we see so much of family, and incorporate so much of its texture within our personalities, we are likely to take family experience for granted.

Family experience need not be the epitome of mediocrity. Indeed no form of human association is of necessity drab. Lack of awareness, lack of sensitivity, reduces all experience to a dead level. Education within the family group begins, then, when its members begin to cultivate an awareness of themselves as persons and as interacting units in a social process.

Towards which aspects of family life might attention be directed if learning is the end in view? The easiest answer is, of course, towards the whole, because all social process is latent with qualitative meaning. But in terms of our present sociological interest it may be more pointed to suggest that our initial learning awareness might be focused upon the various forms of *relatedness*<sup>3</sup> expressed in family organization and experience. Perhaps in no

<sup>3</sup>It may be noted that the term "relatedness" implies a graded discrimination. *To relate, relation, relationship, and relatedness* represent roughly the sequence in which the last term carries the qualitative burden and becomes more truly a psycho-sociological concept.

other type of human association is it possible to combine so wide a range and so rich a potentiality of human relatedness as in the family group. A partial listing of such forms may suffice to strengthen the above statement:

The family represents possibilities of relatedness which are

1. Genetic, that is, representative of various ages
2. Administrative, that is, of the essence of functions
3. Directive, that is, symbolic of controls and conditionings
4. Psycho-intellectual, that is, indicative of various intelligence levels
5. Psycho-emotional, that is, representative of varieties of emotional tone, depth, range, intensity, etc.

In order to bring the above conception of relatedness into alignment with the learning process one should perform at least two further tasks; namely, point out some of the varieties of relatedness under each of the above categories as these reveal themselves in actual family experience, and indicate how awareness of the qualitative aspects of relatedness may become the starting point for a cumulative educational procedure within the family group. To perform these tasks would, obviously, lead us to the consideration of details inappropriate for the purposes of a brief essay.

#### PARENT EDUCATION AS A GROUP PROCESS

Much of current parent education consists of a desire to secure knowledge for purposes of meeting a specific need. One might infer, therefore, that all that is needed is a set of facilities for transporting specific information to those parents who need it. This might be accomplished, for example, by means of such agencies as were equipped to reduce technical information to nontechnical, consumption terms, that is, by a "stepping-down" procedure. No doubt, many persons conceive of parent education in this manner and consequently newspapers and magazines find it profitable to cater to the parent's need by means of

special columns and departments. There is also a growing body of specialists devoted to the function of transmitting specific information to parents in the light of their specific needs. To the extent that parent education proceeds in this fashion, that is, from individual need to specific advice, it belongs to the technological world and is not representative of a social movement. However, parent education creates three collateral forces; namely: (a) class solidarity, that is, a folk feeling; (b) intellectual release in the form of continued learning in the interest of social control; and (c) cultural unity. Consequently, it seems to me that it is legitimate to think of parent education as a folk movement. Certainly, the parent does not reach out for new knowledge in a competitive spirit; he or she does not desire education in order to rise superior to other parents. Indeed, one of the basic factors in parent education, from the community standpoint, is its social compulsion. The single family which elevates its standards above those of the surrounding families of the interacting community without giving attention to the problem of its community context runs the risk of defeating itself.

Whether the above reasoning is correct or not, one discovers that parents are learning in groups. Many of them find it easier to express their needs in this communal manner. Also, many find it easier to learn as parts of a joint process. The group serves, first of all, as a means of grading the expert's knowledge for the users. Often these groups are led by parents, so-called "lay leaders," who do not wear the badge of expert but are merely parents or adults with certain special abilities useful in democratic proceedings; they know how to evoke responses, to enlist participation, to reach beyond verbiage, to release from inhibitions, to reveal needs, to place new knowledge within a growth sequence, etc. Above these leaders stand the experts who may be wise in the ways of technology and exceedingly inept in transmitting their knowledge to

those in need. The total group process, and again description must be abbreviated, consists of parents, leaders, and technologists all working together in the interest of a set of needs which derives from cultural unadjustment. The net consequence of such units of coöperation within the "folk" is, patently, cultural ferment, an agitation from which one may justifiably expect important social results to flow.

PARENT EDUCATION IN RELATION TO COMMUNITY  
ORGANIZATION

All educational movements founded upon real folk needs tend sooner or later to become organized, and parent education is no exception to this rule. In fact, a National Council of Parent Education already exists for the express purpose of coördinating the various organizations, agencies, and institutions engaged in some phase of parent education, and reverberations of an international body are beginning to be heard. In certain sections there are State organizations, usually under the supervision of departments of education but sometimes existing as voluntary forms of association. From the sociological point of view, the most significant feature of educational organization is, probably, that pertaining to the local community.

In spite of the almost all-embracing character of the standardizing influence in American life, it still remains true that local communities differ importantly with respect to their customary modes of functioning. In some sections of the country, for example, the situation seems entirely ripe for the incorporation of parent education within the established public-education system; in others it seems equally clear that the most effective form of organization is one which preserves the voluntary elements in the movement; in still others it seems both possible and advisable to combine these two types of organization. The ultimate goal, so far as financial support and general supervision is concerned, seems to be public rather than private ad-

ministration. This is, no doubt, the aim or direction of all people's movements; namely, to incorporate themselves finally within the recognized and stabilized cultural pattern. On the other hand, some leaders appear to see dangers in this development, especially if it arrives too quickly. They point to the maxim that whatever gets thoroughly incorporated in the politico-cultural scheme is thereby robbed of some of its lively essence, that is, of that form of vitality which resides only in voluntary effort. At this point sociological principles need to be invoked.

One of the surprising facts revealed in the organization of urban communities on behalf of parent education is to be found in the large number of existing agencies which have already pointed their programs towards education for home and family life. In one eastern city, for example, it was found that eighteen agencies believed themselves to be performing the tasks of parent or preparental education, either as a major objective or as marginal to other related aims. What is needed in such cases, obviously, is a clarification of functions. A coördinated program, a unified movement, can only proceed when all of its related parts are moving in the same direction, and when each is aware of the others' purposes. Schools (departments of home economics, civics, hygiene, etc.), clinics, social agencies, specialists (pediatricians, psychologists, psychiatrists, etc.), voluntary study groups, parent-teacher associations, mental-hygiene organizations, social-hygiene organizations—these and other types of community agencies are all focused in the direction of education for sex, marriage, and family life; consequently, they all impinge upon the program of parent education. Coördination and correlation of functions becomes, therefore, a primary consideration for urban communities, and again sociological guidance is needed.

As hinted above, one of the fascinating peculiarities of the parent-education movement lies in the necessary convergence of laymen, leaders, technologists, administrators,



and organizers. As the movement evolves one begins to see experimental possibilities of intense sociological significance. Our contemporary cultural adjustments cannot omit the services of the expert, the specialist, the technologist. But, a true educational movement is one which derives its powers, not merely by acquiescence or assent to technical advisers, but also by means of its own dynamic.<sup>4</sup> But, how is this joining of democratic and technological processes to be achieved? One sees that if some sort of integration is possible in this sphere, new vistas of social progress will be opened. If, on the other hand, these two forces are not capable of conjoint planning and acting, the future of mechanized culture seems dark indeed. But, once more we have approached a problem which should be referred to sociological thinkers and experimenters.

#### SUMMARY

From the above sketch it appears that parent education becomes an appropriate object for consideration by sociologists from at least four points of view: (1) it possesses some of the characteristics of a true-folk or people's movement, and arises directly from felt needs; (2) it constitutes a challenge to those who believe that social experience is in and of itself latent with educational possibilities; (3) much of the learning of parents, as well as the need discovery, proceeds as a group phenomenon; and (4) parent education tends to become organized and offers important experimental opportunities, especially for those who look towards the democratic processes of the local community with hope. These four features of the movement do not, in any sense, exhaust the sociological implications of parent education, but they have appeared to me as appropriate for a brief essay.

<sup>4</sup>The so-called Five-Year Plan of Soviet Russia, for example, derives its technical skills from experts, but its dynamic comes from leaders, and its ultimate success depends upon the people's drive.

## THE NEED OF EDUCATION FOR LABOR

SPENCER MILLER

Some years before his death, Samuel Gompers, president of the American Federation of Labor and the acknowledged leader of the labor movement in America, was asked to define labor's aspirations. "What does labor want?" asked Mr. Gompers. "It wants the earth and the fulness thereof. There is nothing too precious, there is nothing too lofty, too beautiful, too ennobling unless it is within the scope and comprehension of labor's aspirations and wants. We want more schoolhouses and less jails, more books and less arsenals, more learning and less vice, more constant work and less crime, more leisure and less greed, more justice and less revenge—in fact, more of the opportunities to cultivate our better natures, to make manhood more noble, womanhood more beautiful, and childhood more happy and bright." Who could deny the elevation of spirit in this utterance or the broad basis of inclusiveness of this aim of labor? Upon such a foundation all men of good will should be able to agree.

The wants of labor arise, however, out of its needs. Indeed, Mr. Gompers reiterated over and over again that the labor movement was born not necessarily of an idea but of necessity; born in the beginning by hunger—hunger for food and shelter. "As time developed, new conditions arose and there was hunger for better shelter, hunger for recreation, music, art, literature—for all that goes to make this life a world better for our being in it, contributing our share of work and service in the solution of the great problems we have yet before us."

As one looks back over the pages of labor history in the United States for the past hundred years, the one need recognized by labor as clear and unmistakable from the very beginning has been the need for education. This need of education first arose with the extension of manhood

suffrage. Labor early realized that government by the people necessitated the education of the people. It sought, therefore, the extension of public educational facilities to all of the people. It was an effort on the part of labor to express its concern for the educational basis of our democratic life.

There were also made manifest certain needs for adult education at this early period. We find, for example, that the mechanics' institutes were established early in the last century, as a result of the activity on the part of labor to provide for the improvement in the intellectual condition of their fellow workers. Shortly after the first federated movement of wage earners was launched in 1828, there was a demand in Philadelphia for free libraries for the use and benefit of working men. During the entire nineteenth century, this need of labor for education was expressed in a variety of ways. But everywhere there was unwavering championship of the extension and enlargement of the facilities of our public educational institutions. This century of labor support runs continuously from the establishment of the school system early in the nineteenth century down to the enactment of the law for the establishment of a Federal Board for Vocational Education.

The need of labor for education today, however, arises out of a new set of circumstances which are implicit in our industrial civilization. It is a need of adult education—for reëducation to the machine age. An education which is appropriate to an industrial civilization must turn on the processes of industry. The rise of our modern industrialism has been made possible by science and the machine. They are instruments of man's historic achievement; they today stand out as the great imponderable facts of modern civilization. They constitute the basis upon which our modern western civilization rests and distinguish it from the civilizations which rest upon handicraft, commerce, or agriculture.

To understand something of the implications of the

machine age as they affect the industrial worker and as they give rise to a new need of labor for the development of adult education, let us consider briefly the way in which modern technology has transformed the very character of the work process. The history of American industry during the past three decades is in part a history of the phenomenal acceleration in per capita production. During the first two decades from 1899 to 1919 per capita production increased 11 per cent. From 1919 to 1927 production increased 53 per cent and the number of wage earners increased but 3 per cent, in spite of a population which increased over 10 per cent in the same period of time. From 1922 to 1929 there was an increase of 35 per cent in per capita production, with an actual shrinkage of 7 per cent in the number of workers employed. Even more startling is the fact that work which required 54 hours for a worker to perform in 1929 had, by the improved processes in 1931, required but 38 hours. In a word, during the past ten years the rise of mechanical power has been nearly four times as fast as the growth of population.

On the other hand, there are innumerable examples of the way in which the introduction of labor-saving devices has virtually revolutionized the industrial process. To take but two examples drawn from two great industries in this country, we find that the introduction of the machine into the mining of bituminous coal has, with the art of electricity, displaced a half-million miners. One of the reasons for the sorry plight in which the coal industry finds itself in this country is the tremendous overproduction of coal and the vast unemployment of the miners. A single instance from the electrical industry will suggest what the rate of displacement has been in that business: Prior to 1919, one man could make 75 electric light bulbs a day. An automatic machine introduced in 1920 produces 73,000 bulbs a day, thus causing the elimination of 994 men for each machine installed. There are thus not only problems

of revolutionary changes in technology which are profoundly altering the whole work process itself, but there is the complex problem of human relationships which arises out of the necessities of work itself.

There is the other problem of the vast extension of leisure time for labor arising out of the progressive shortening of the working day and working week. There are in this country, according to the decennial census of 1930, upwards of 49 millions of people who are gainfully employed. Of this number some 26 per cent were engaged in manufacturing. At the present time it is generally estimated that 8 millions are wholly unemployed and equally as many are partially employed, which means that considerably more than 25 per cent of the industrial population of the country is at the present time idle or working on short time. It is also becoming increasingly evident that a considerable percentage of this total number that is now out of employment will never be reabsorbed into industry; that unemployment will be one of our national problems for a decade to come. Here is a new condition confronting labor. Leisure-time education is one possibility of giving balance to effort and some measure of satisfaction to labor. It has become clear that some provision must be made for a wider education for leisure time, but it should be recognized at once that leisure is not to be considered an antithesis of labor but an important part of the whole of the worker's life and experience. Leisure does provide an opportunity for the development of new skill for the wise use of leisure.

Labor likewise has an equally complicated problem of attempting those multitudinous adjustments made necessary by the rapid changes in our modern world. Our knowledge has increased so much more rapidly than our understanding that labor shares with other groups in the country that sense of confusion about its relationship to these changes. One of the reasons which lies at the base of the workers' education movement is an effort on the

part of labor to understand more adequately the world in which it functions. As one turns his eye upon the whole process of modern industrial relations he will observe the increasing part and place which statistics must play in the general knowledge and orderly development of labor relations. To prepare themselves adequately for this important function in industry, labor has found it necessary to make increasing provision for the education of its membership to deal with these problems in industrial relations. The old methods will not suffice. The new strategy of labor is built on a desire to make facts and education the instruments of its advance. The need of labor for education has thus been a developing need for a century. It has become more insistent today than ever before. For it is clear that an increasing responsibility for the maintenance of our civilization rests upon the forces of productive labor in the community. As the enterprise of civilization becomes more complex, the necessity for wider horizons becomes greater. Labor has recognized this need for education to adjust itself to the whole area of relationships which have arisen out of modern industrialism. It has developed a technique which is appropriate to the modern age, and adequate to the manifest needs of labor. Therein is to be found the heart and purpose of the modern workers' education movement.



## RESEARCH PROJECTS AND METHODS IN EDUCATIONAL SOCIOLOGY

*Due to the fact that a complete survey of research projects in adult education is now in progress but will not be available for publication until a later date, it has seemed best to devote this section to a summary of the activities of the American Association for Adult Education.*

### THE AMERICAN ASSOCIATION FOR ADULT EDUCATION

The American Association for Adult Education was organized in the spring of 1926. Its purpose, as set forth in its constitution, is as follows:

Its object shall be to promote the development and improvement of adult education in the United States and to coöperate with similar associations in other countries. It shall undertake to provide for the gathering and dissemination of information concerning adult-education aims and methods of work; to keep its members informed concerning the achievements and problems of adult education in other countries; to conduct a continuous study of work being done in this field and to publish from time to time the results of such study; to respond to public interest in adult education and particularly to coöperate with community group activities in this field, in the formation of study groups whether within or without regular educational institutions; and in other ways to coöperate with organizations and individuals engaged in educational work of this nature in the task of securing books and instructors; and to serve in such other ways as may be deemed advisable.

The Association has consistently held to this statement of purpose. It "is not an operating organization; it has no program of instruction; it employs no teachers; it administers no teaching enterprise. Its whole effort has been directed at the problem of supplying a medium of exchange for teachers and administrators actually in contact with adults and their demands."

From the first, the Association has carried forward a twofold function: the exchange and dissemination of information on adult education and the sponsoring and conducting of researches and studies in this field.

The former has included direct contacts with more than 500 local, State, regional, national, and world organizations. These organizations include every phase of adult education from literary to purely cultural activities in both rural and urban areas. In the development of this function, the Association has consistently refrained from formulating a national "policy" and from propaganda. This attitude on the part of the Association has perhaps as much as any other single factor prevented adult education from falling into the common error of crystallization, devitalization, and eventual incarceration as a deceased American fad. "There is nothing approaching regimentation, or mass production, or even standardization in American adult education."<sup>1</sup>

The second function, sponsoring and conducting studies, experiments, and researches in adult education, has been carried forward under a threefold administrative relationship: those studies conducted directly by the Association under its own field staff, as the survey of rural adult education; those conducted jointly by the Association and some cooperating agency, as the study of Chester County, Pennsylvania; and those conducted by other organizations and in which the Association has acted in a purely consultative capacity.

In the following summary of research activities, no attempt is made to differentiate on the basis of administrative procedure, but rather to indicate the major lines of such research and investigation.

### *Alumni Education*

A study of adult education for college and university graduates was undertaken by Wilfred B. Shaw of the University of Michigan after a conference with alumni secretaries, college presidents, and others. It resulted in the publication of *Alumni and Adult Education*. Since the publication of this report, the interest in alumni education

<sup>1</sup>American Association for Adult Education, "Annual Report of the Director in behalf of the Executive Board, 1928-1929," *Journal of Adult Education*, I, (June 1929), p. 332-350.

has increased and the Association has been enabled to participate in a number of experiments in adult education, among them those at Lawrence College, Vassar College, Lafayette College, the University of Michigan, Ohio State University, Columbia University, and Stevens Institute of Technology.

### *Unemployment and Adult Education<sup>2</sup>*

A symposium on technological unemployment; i.e., unemployment caused by the displacement of men and women in industry through the introduction of labor-saving devices. Previous to the publication of the symposium, a meeting of educators and economists was held to discuss the problem.

### *The Radio and Adult Education*

The findings of a study of the place of radio in education, made for the Association by Levering Tyson, were published under the title *Education Tunes In*. The report resulted in the formation of the National Advisory Council on Radio in Education, under the direction of Mr. Tyson. Its purpose is to serve as a clearing house of information about the radio in education, to gather material on the subject, and to promote better educational programs.

### *Rural Adult Education*

A study of the adaptability of adult education to rural life, by John D. Willard, resulted in the publication of *A Preliminary Inquiry Into Rural Adult Education*. The final report on this subject is in preparation but will be delayed by the unfortunate death of Mr. Willard.

### *The Little Theater and Adult Education*

Kenneth Macgowan made a survey of the little theaters of the United States which resulted in the publication of *Footlights Across America*. In this book Mr. Macgowan recommends that a national little-theater council be estab-

<sup>2</sup>See Book Review section, this issue.

lished. The economic depression retarded the movement to form such a council, but a meeting held in Chicago in 1931 resulted in the formation of the National Little Theatre Conference. The Conference met again in February 1932 to outline a plan of rendering certain national services to little-theater groups.

### *Studies of Ability of Adults to Learn*

E. L. Thorndike, of Teachers College, Columbia University, and his associates at the Institute of Educational Research made a comprehensive study of the ability of adults to learn. The study is published under the title of *Adult Learning* as one of the series of "Studies in Adult Education." Dr. Thorndike is now conducting a study which will deal with the "fundamentals of interest and motive—the forces which make people want to learn and to excel, which make them willing to change their habits and points of view, which determine their cravings and ideals."

In South Carolina an investigation is being made of the ability of adult illiterates to learn, under the direction of William S. Gray, of the University of Chicago, and Wil Lou Gray, of South Carolina.

### *University Correspondence Instruction*

A study of university correspondence instruction, conducted under the auspices of the University of Chicago by W. S. Bittner, is soon to be published. The study deals chiefly with the institutions that are members of the National University Extension Association.

### *Adult Reading*

Several studies of adult reading and reading habits in which the Association has participated have been made.

A joint committee composed of members of the Association and the American Library Association was formed. As a result of the activities of this committee, *The Reading Interests and Habits of Adults*, by William S. Gray and

Ruth Munroe, was prepared and published. The committee also has sponsored the following: a study of a technique for determining reading interests and habits of groups of adults made under the auspices of the University of Chicago; a study also made under the auspices of that university to develop a scale of reading paragraphs by which librarians may determine quickly the general level of reading material which adults who are not facile readers can read with ease and comprehension.

### *Education in Prisons<sup>3</sup>*

*The Education of Adult Prisoners*, prepared for the National Society of Penal Information by Austin H. McCormick, was published recently. The book contains a survey and a program for prison education.

### *International Adult Education*

The Association has been active in the affairs of the World Association for Adult Education since the founding of that Association. The American Association was instrumental in making possible the publication of the International Handbook of Adult Education. The Director during the last year has served as the American representative on the Executive Committee of the Association.

The Association has also coöperated with the British Institute for Adult Education, the Chinese Mass Education Movement, the workers' education movement in Australia, New Zealand, and Canada, and many other adult-education enterprises in foreign countries.

### *Education of Foreign Born*

The Association has been in close touch with the Foreign Language Information Service, the Council on Adult Education for the Foreign Born, of New York, and other organizations having to do with the education of the foreign born. The Foreign Language Information Service has

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<sup>3</sup>See Book Review section, this issue.

provided education guidance for a dozen or more foreign-language organizations.

### *Workers Education and Workers in Industry*

The Association has coöperated with the Workers Education Bureau, the Affiliated Summer Schools for Women Workers in Industry, the Art Workshop in New York City, the Labor Temple School, and other organizations and institutions devoted to workers' education.

A study is being made for the Association by Nathaniel Pfeffer of education in industry and for industry. The utilization by industry of the educational facilities provided by public and private funds will be considered in the study.

Under the direction of Frank W. Lorimer, the Brooklyn Conference on Adult Education has made a survey of adult groups in various industries in Brooklyn.<sup>4</sup>

### *Local Organizations*

The organization of communities for adult-education activity has been encouraged. The Association has coöperated with the Civic Federation of Dallas, the Dallas Institute for Social Education, the Cleveland Adult Education Association, the New York Conference on Adult Education, the Adult Education Council of Chicago, the Nashville Council on Adult Education, and other community organizations.

The Association was instrumental in instigating a county-wide adult-education demonstration in Chester County, Pennsylvania. The work is now being carried on by the Chester County Health and Welfare Council.

### *Adult Education in the Public Schools*

The Chairman of the Association and two members of the executive board hold membership on the National Commission on the Enrichment of Adult Life of the National Education Association. The Commission's primary

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<sup>4</sup>See Book Review section, this issue. *The Making of Adult Minds in a Metropolitan Area.*



function is to promote the idea of adult education among the members of the N. E. A. and to invite them to institute various State and local experiments.

### *Courses in Adult Education*

A six weeks' summer course in adult education has been given under the joint auspices of the college and the Association at Teachers College, Columbia University, for the past two years. Summer-session courses in adult education are also being given in other educational institutions.

The Association has also been closely concerned with training courses for teachers of adult classes, and experimental and demonstration classes in adult education carried on by the People's Institute of New York.

### *Other Projects*

Space does not permit listing in detail other projects in which the Association has participated. The following notes, read in conjunction with the detailed list, will suggest the variety of activities included in the program of the Association:

A study of the problems of the education of the blind by the University of Kansas

A study of adjustment problems of employed boys, made by the National Junior Personnel Service

A study of urban influences on higher education in England and the United States by Parke R. Kolbe, which resulted in the publication of a book on the subject

A study by the Young Men's Christian Association of educational needs and facilities in a small city (Meriden, Connecticut)

A series of experiments by the Young Women's Christian Association involving the application of modern educational principles to groups of young business women

Promoting parent education by coöperating with the National Council of Parent Education, the United Parents Association, the National Congress of Parents and Teachers, and similar organizations

Encouraging the establishment of "opportunity" schools by participating in the work of the Campbell Folk School and the Pocono People's College.

*Publications of the Association*

During the first two and a half years of its existence the Association issued occasional bulletins. Volume I, Number 1, of the *Journal of Adult Education* appeared in 1929. Since that time it has been published four times a year. The journal contains articles on adult education and allied fields of thought, discussions of methods and principles, news, notes, and book reviews.

In addition to the journal, leaflets and broadsides describing the work of the Association, reprints of articles from the journal, and also the reports of studies have been published.<sup>5</sup>

MORSE A. CARTWRIGHT

DEFINITION OF FELT NEEDS OF SELECTED ADULT GROUPS  
IN A COMMUNITY AS A POINT OF DEPARTURE  
IN ADULT EDUCATION<sup>6</sup>

This study was undertaken by the General Education Service staff of the National Council of the Y. M. C. A. under a grant from the Carnegie Corporation. The instigation of the study was this: For years Y. M. C. A. secretaries have been determining adult-education programs without validated assumptions of the needs, interests, or activities of adults and without sufficient consideration of educational outlets (whether adequate or not) already available in the community.

As originally undertaken, then, the intention of the study was to determine points of departure in formulating adult-education programs. Not to indicate what should be done by way of program nor even what could be done, but rather to delineate some characteristics of groups

<sup>5</sup>See Book Review section, this issue, for complete statement of reports published in book form in "Studies in Adult Education."

<sup>6</sup>This statement has been furnished through the courtesy of the National Council of the Y. M. C. A. by Miss Ruth Kotinsky, research assistant.

within the community which would serve as guides to thinking in the problem of their further education.

To this end a data-gathering instrument was devised, and approximately 2,000 of these were distributed and filled in in Meriden, Connecticut (a community selected by criteria of accessibility and representativeness). This instrument, known as an "interest finder," requests six types of material:

1. Personal data
2. Degree of participation in activities now available in the community. The list classifies the activities found under way in an actual canvass of the community
3. Desire for greater participation in activities now available in the community
4. Present use of free time (on Friday, Saturday, and Sunday).
5. Desired free-time activities (anticipated use of an hypothetical Wednesday afternoon holiday)
6. Degree of interest in 152 topics. These topics are an amplification of the 117 items used by Waples and Tyler in their study of *What People Want to Read About*. The 117 items cover all the topics in the *Readers Digest* and *Readers Guide* for a period of years, and are as varied and reliable as a longer and more specific list. They are sufficiently reliable for prediction for groups numbering sixty, homogeneous as to sex, occupation, and previous education.

Further possible outcomes of the study as now foreseen include the following:

1. The relationship of certain personal characteristics like marital status, parenthood, age, vocation, education to:
  - a) Interests
  - b) Participation in available group activities
  - c) Desire for further such participation
  - d) Present use of free time
  - e) Aspirations in the use of further free time if available.

2. Clue to inadequacy in the operation of present group-activity facilities arrived at through comparison of present participation with desired participations

3. Some relationships between unorganized and organized activities arrived at through comparison of the use of free time with participations in group activities

4. Identification of unsatisfied interests in present free time arrived at through comparison of the present use of free time with desired uses of further free time

5. The relationship of participations like church going, community leadership, etc., to such types of interest like the place of religion in the modern world or social progress, etc.

6. The possibility of obtaining a picture of a community in relation to such items as those represented on the blank once the reliability, validity, and sampling problems are satisfactorily solved.

The coopération of the community in the undertaking was not entirely incidental to the mechanics of distributing the blanks and having them filled in. One of the original intentions of the undertaking was to use the venture as a tryout for the possibilities of such an organization as the Y. M. C. A. in mobilizing action on adult education in a typical industrial community. Actually, at the beginning of the study it was the expressed opinion of community leaders that available activities would take care of all truly interested persons. The only possible need foreseen lay in the direction of outdoor physical recreational facilities. With the earliest analysis of the data at hand (major interests of vocational groups homogeneous as to sex and relatively homogeneous as to previous education) these same community leaders took the initiative in attempting to provide facilities for the expression of interests indicated. The problem of guiding the educational thinking of planning groups now becomes uppermost.

## BOOK REVIEWS

THE JOURNAL OF EDUCATIONAL SOCIOLOGY is changing its book-review policy, as you will note in glancing through the book reviews in the current issue. Hereafter, THE JOURNAL will publish monthly a list of books received. It will carry reviews of only such books as in the judgment of the reviewers (in all cases authorities in the field involved) make some contribution to their respective fields. Reviews will be brief and expository rather than critical.

The reasons for this change in policy are two. In the first place, THE JOURNAL deals with professional literature and has a professional audience. Numerous letters from readers have requested that reviews give a more complete account of the content of the books reviewed—that reviews give information to the reader rather than a chance for self-expression to the reviewer. In the second place, THE JOURNAL will find it possible to review many more books, and all books promptly (avoiding the delay so characteristic of professional journals).

### STUDIES IN ADULT EDUCATION

New York: The Macmillan Company

*Libraries and Adult Education*, American Library Association, 1926, 284 pages.

*Educational Opportunities for Young Workers*, by Owen D. Evans, 1926, xi+380 pages.

*The University Afield*, by Alfred L. Hall-Quest, 1926, xvi+292 pages.

*Correspondence Schools, Lyceums, Chautauquas*, by John S. Noffsinger, 1926, vi+145 pages.

*New Schools for Older Students*, by Nathaniel Pfeffer, 1926, 250 pages.

*Urban Influences on Higher Education in England and the United States*, by Parke R. Kolbe, 1928, viii+254 pages.

*Adult Learning*, by Edward L. Thorndike, 1928, x+335 pages.

*The Reading Interests and Habits of Adults*, by William S. Gray and Ruth Munroe, 1929, xiii+305 pages.

Additional volumes in preparation.

To sense the significance of a comparatively new movement in education, to view it in all of its multifarious aspects, and to lay a foundation for its future development through a series of factual studies

is a monumental contribution. Such a contribution has been and is being made through the "Studies in Adult Education" undertaken in connection with the general effort which the Carnegie Corporation of New York and the American Association for Adult Education are making towards the improved education of adults in the United States.

Each volume presents factual data within its own field, presenting such data, however, not as final and authoritative but as representative and suggestive. Each is a source book of information, giving a brief history of the movements treated, the extent of the work being done, and the various types of programs being conducted. Continual references to other studies and extensive bibliographies add still further to the value of each of the studies in the series.

However, perhaps even more important than their informational content is their contribution to the development of a basic philosophy of adult education not as an agency for supplementing defective regular education, but rather, "based on a recognition of the great truth that education is a lifelong process, and that the university graduate, as well as the man of little schooling, is in constant need of further training, inspiration, and mental growth . . . that the real development of the individual lies in the independent effort of later years. . . . Adult education finds its truest and highest level when the hunger for knowledge and expression awakens in the hearts of men and women."

*The Making of Adult Minds in a Metropolitan Area*, by

FRANK LORIMER, director of Research of the Brooklyn Conference on Adult Education. New York: The Macmillan Company, 1931, 245 pages.

This volume is a presentation of the work and findings of the Brooklyn Conference on Adult Education. While the study was made in Brooklyn, the findings are probably applicable to any metropolitan area. Special attention is given to education for commercial vocations, assimilation of foreign peoples, vocational guidance, development of culture, parenthood, and understanding of social problems. The author discusses and implies the larger aspects of the development of group culture, public opinion, and interests, juvenile as well as adult. Needs and suggested solutions have a place.

*Education in Industry*, by NATHANIEL PEFFER. New York: The Macmillan Company, to be published in April.

In a modern industrial corporation the relation of employer to employee is no longer simply that of boss to hired man. The firm of today is rather more paternalistic in its attitude towards its people. There are company clubs and bulletins, company lunchrooms, company outings, and educational opportunities offered by the company to its workers. Just what is the education so offered. This book is a study in cross section of such efforts. It is both a factual presentation of



what has been done by a number of large industrial firms, and in some measure an appraisal of their work. The whole inquiry shows clearly what are the possibilities of education for workers, and what has already been accomplished in that direction.

*Unemployment and Adult Education, A Symposium*, edited by MORSE A. CARTWRIGHT. New York: American Association for Adult Education, 1931, 63 pages.

The new movement for adult education in the United States has received renewed impetus as a result of the present long depression which has swelled the number of the unemployed. The economist and the other social theorists are not agreed on the causes of the depression but they speak with one voice in contending that unemployment has raised a number of serious problems of education and reëducation. This symposium is a result of a recent conference by the above mentioned organization. A number of individuals previously interested in the problems of adult education met, conferred, and pooled their ideas and viewpoints on the nature, the magnitude, the responsibility for the educational aspects of "technological unemployment." This series of articles is worthy of the careful reading by those interested in this new field of education.

*World Workers' Educational Movements*, by MARIUS HANSOME. New York: Columbia University Press, 1931, 594 pages.

That adults are going to schools of one kind or another is nothing new to most students of education but that workers in various parts of the world are going to schools for instruction in labor union, political, consumer-coöperative, and cultural affairs is new to most students of education. Up to the time of appearance of Dr. Hansome's book the story of workers' education was to be found only in scattered material such as in labor publications, in foreign books, in yearbooks, and in other sources not conveniently available. Among the problems he discusses in connection with workers' education are the aims and purposes, curricula, methods of teaching, the student and teaching population, administration and control.

*The Education of Adult Prisoners*, by AUSTIN H. MACCORMICK. New York: The National Society of Penal Information, 1931, 456 pages.

MacCormick begins his book with a statement of the problem of adult education in penal institutions. His position is that it is necessary, in order to rehabilitate these individuals, to fulfill certain inadequacies which the individual in his upbringing has escaped. He stresses the overemphasis on the moral education which was so characteristic in work of this type formerly and which is only too prevalent today.

In an interesting chapter, the student body is discussed from many angles, with special emphasis given to antecedents and mental levels. Obviously, there is no student body which is more heterogeneous and to which the entrance requirements are as varied. The problem must be tackled from the angle of individualized education. The rest of the volume is a survey of such educational work as is found in institutions which the author has investigated and evaluated.

*Racial Factors in American Industry*, by HERMAN FELDMAN. New York: Harper and Brothers, 1931, xiv+318 pages.

This volume is based in part on a study made by *The Inquiry* under the direction of Bruno Lasker with a foreword by Raymond B. Fosdick. The book is divided into three parts: an introduction, facts and interpretations, and social and industrial remedies. The racial factors considered are limited to the Negro, the Chinese, Japanese, Filipino, Mexican, Indian, and certain European immigrant groups. The author believes that racial adjustments can be achieved in part by community programs, in part by industrial policies, and in part by intelligent application of management technique to racial problems.

*Is it Safe to Work?* by EDISON L. BOWERS. New York: Houghton Mifflin Company, 1930, 229 pages.

In his interesting and comprehensive treatment of industrial accidents Mr. Bowers answers three important questions. First, why must thousands of American workmen be killed and injured in industry each year when 75 per cent or more of all accidents could be avoided? Second, why should we permit our great industrial system to function so inefficiently, when a few employers in each line of production have shown that goods can be produced profitably without the killing and maiming of workers? Third, why is it that we permit so many workmen to be killed each year in industry when we have such a hatred for war? In answering these questions the author points out the gross injustices in our present workmen's compensation system and how impossible it has become to present a scientific treatment of the injury problem because of the conditions surrounding the passage and administration of accident, compensation, and vocational rehabilitation legislation.

#### BOOKS RECEIVED

*Body Mechanics: Education and Practice*. Publication of the White House Conference on Child Health and Protection. New York: The Century Company.

*Change of Interests with Age*, by STRONG. California: Stanford University Press.

*Contemporary Sociology*, by BOGARDUS. Los Angeles: The University of Southern California Press.

- Educational Yearbook*, 1930. New York: Teachers College, Columbia University.
- Experimental Child Study*, by GOODENOUGH and ANDERSON. New York: The Century Company.
- Marriage at the Crossroads*, by STEKEL. New York: William Godwin, Incorporated.
- Mental Defective*, by BERRY and GORDON. New York: Whittlesey House, McGraw-Hill Book Company.
- Principles of American Secondary Education*, by DRAPER and ROBERTS. New York: The Century Company.
- Psychology and Psychiatry in Pediatrics: The Problem*. Publication of the White House Conference on Child Health and Protection. New York: The Century Company.
- Small Town Stuff*, by BLUMENTHAL. Chicago: The University of Chicago Press.
- Society and Education*, by KINNEMAN. New York: The Macmillan Company.
- Special Education: The Handicapped and Gifted*. Publication of the White House Conference on Child Health and Protection. New York: The Century Company.
- Story of Medicine*, by ROBINSON. New York: Albert and Charles Boni, Incorporated.
- Teaching the Social Studies*, by FANCLER and CRAWFORD. Los Angeles: C. C. Crawford, University of Southern California Press.
- The Family*, by MOWRER. Chicago: The University of Chicago Press.
- Vocational Studies in Journalism*, by PITKIN and HARREL. New York: Columbia University Press.

## NEWS FROM THE FIELD

The Carnegie Corporation of New York, through the American Association for Adult Education, has made a grant of \$6,000 with which an experiment in adult education as a community activity will be made at Radburn, New Jersey, established in 1929. It has a population of about 1,200, consisting for the most part of the families of young professional and business men. Courses scheduled and the instructors are: International Affairs, Dr. Clyde Eagleton, lecturer for the International Relations Club; Contemporary Poetry and Drama, Dr. Charles H. Whitman, of Rutgers University; Handicrafts, Olsen Bowers, of the Henry Street Settlement; Home Decoration, Mrs. Ruth Tregenza, of Columbia University; Child Study, Mrs. Aletha M. Coffman and Mrs. Lillian Cushman Brown; Music Appreciation, Kenneth F. Damon, of Columbia University; Languages (German and French), Mrs. Annie H. Zachman and Mrs. Patricia B. Russell.

Dr. John D. Willard, a member of the faculty of Teachers College, Columbia University, died on December 22 at the age of forty-six years. Dr. Willard was appointed professor of education of the Schiff Foundation at Teachers College last July and divided his time between teaching and research as a member of the staff of the American Association for Adult Education.

The third annual conference of the Eastern Association for Extension Education will be held at the Hotel Berkeley-Carteret, Asbury Park, New Jersey, on April 3, 4, and 5. The general topic will center around the administrative aspects of extension education. The president of the association is Professor A. Broderick Cohen of Hunter College and the secretary is Mr. Francis J. Brown of the School of Education, New York University.

An institute of adult education will be held in Spokane, Washington, April 6, 7, and 8, 1932, under the auspices of the Inland Empire Education Association, an organization which draws its membership from Idaho, Montana, Oregon, and Washington.

The institute will be conducted in round tables, discussion groups from the various agencies of formal and informal adult education whose leaders, national and local, will be in attendance.

The adult-education movement in its several aspects, its agencies, methods, purposes, instruments, and trends will present the problems the institute will consider.

The committee of the Inland Empire Education Association in charge of calling the institute are Principal James A. Burke of Spokane, Washington, Superintendent L. C. Robinson of Sandpoint, Idaho, and the chairman, Dean Rhoda M. White, West 4004 Queen Avenue, Spokane, Washington.

A meeting under the auspices of the Daniel Guggenheim Fund Committee on Elementary and Secondary Aeronautical Education coincident with the annual meeting of the Department of Superintendence of the National Education Association was held on Tuesday, February 23, at

2:15 p. m., at the Hotel Washington, Washington, D. C. Dr. John W. Withers of New York University presided as chairman of the committee. Addresses were delivered by the Hon. Hiram Bingham, United States Senator from Connecticut, and Mr. Joseph S. Marriott, Chief of the Inspection Service for the Aeronautics Branch of the United States Department of Commerce, and a general discussion from the floor was led by Mr. Roland H. Spaulding, specialist in aeronautical education for this committee.

The Fifth Annual Conference of Committees of the International Narcotic Education Association of the World Narcotic Defense Association met in the McAlpin Hotel, New York, on February 18 and 19. The general theme of the meeting was "Waging War upon the Illicit Narcotic Drug Traffic." The last session on Friday afternoon at which Dr. E. George Payne presided was given over to a discussion of "The Part of Education in the Narcotic Drug War." Addresses were given by Dr. Payne on "The Future of Narcotic Education in Europe," and Mr. Francis J. Brown on "The Future of Narcotic Education in America." Other addresses at this session were given by Mr. John I. Cotter and Dr. Arthur La Roe.

Mr. John D. Moffett, who for a number of years had been Assistant Director of Evening Schools, New York City, died in December. The adult-education movement lost one of its valued leaders in the passing of Dr. Moffett.

The National Recreation Association is holding its first world congress on recreation in Los Angeles, July 23 to 29, just prior to the Olympic Games which are being held in that city this year. President Hoover has accepted the honorary presidency of the congress and the State Department of the Federal Government has issued invitations to the diplomatic offices of the various countries. Delegates from twenty-two countries have already been designated. This is to be truly another international conference unifying the interest of all the peoples in wholesome play and recreation in the recognition that health and happiness and character development are in a large measure dependent upon the wholesome enjoyment of some form of recreational activity.

The Interstate Conference for the Discussion of Common Problems of Teacher Education will hold its annual meeting at the Faculty Club, Columbia University, April 5. The morning session will be given over to a discussion of the question "To what extent shall subject matter be professionalized?"; the afternoon meeting to "What shall be the basis of selective admission?"

The group comprises deans and heads of departments of education of colleges and universities in the North-Atlantic section. Dr. A. R. Brubacher, Albany State Teachers College, is president, Mr. Francis J. Brown, School of Education, New York University, is secretary of the organization.

## CONTRIBUTORS' PAGE

Mr. Francis J. Brown received his A.B. from the University of Iowa in 1918 and his A.M. from Teachers College, Columbia University, in 1923. He is the author of *Objective Measurement of Character, an Experimental Study*; *The Value of Incentives in Education*; *The Free Time Reading Interests of High School Students*; and *An Evaluation of Extra-mural Courses*.

Dr. Kenyon L. Butterfield received his Sc.B. from Michigan Agricultural College, A.M. from University of Michigan, and LL.D. from Amherst and Rhode Island State. At present, he is counselor on rural work for the International Missionary Council.

Mr. Morse A. Cartwright received his Sc.B. from the University of California in 1912 and pursued graduate study in the School of Jurisprudence in that institution from 1912 to 1913. Since 1926 he has been director of the American Association for Adult Education.

Dr. A. Caswell Ellis received his A.B. from the University of North Carolina, his Ph.D. from Clark University, and attended the University of Berlin as a graduate student. He was adjunct professor of pedagogy, the University of Texas, 1897-1903; associate professor of the science and art of education, 1903-1908; professor of the philosophy of education, 1908-1926; director of extension department, 1911-1913 and 1914-1916. Director, Cleveland College of Western Reserve University, Cleveland, Ohio, since 1926.

Mr. Eduard C. Lindeman is professor of philosophy at the New York School of Social Work; lecturer at the New School for Social Research; consultant for the National Council of Parent Education; chairman of the Committee on Method of the World Association for Adult Education; and associate editor of the *Journal of Adult Education*.

Mr. Frank Lorimer is a Union Seminary graduate. He studied philosophy and psychology at Columbia University, working under the direction of Professor John Dewey. He received his doctoral degree in 1929.

Professor Norman C. Miller graduated from the University of Michigan with a bachelor of mechanical engineering degree. He received his Sc.M. from Pennsylvania State College. Professor Miller has been director of University Extension Division, Rutgers University, since its organization in 1925.

Mr. Spencer Miller, Jr., is the secretary of the Workers Education Bureau of America. Mr. Miller is one of the most widely known leaders in the field of the adult-education movement. During the past year, Mr. Miller was a delegate to the World Conference on Adult Education at Vienna, Austria, and to the World Social Economic Congress at Amsterdam, Holland.





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